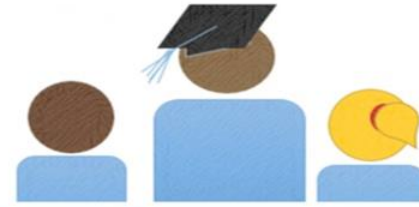




ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future



Statewide Field Test Advisory Team meeting

Friday, March 18, 2016

9:00 a.m. to 2:00 p.m.

(lunch provided)

Pre-Read and Discussion PowerPoint

Annette Barnes,
Assistant Commissioner Public School Accountability

Elbert Harvey (ACSIP and Standards)

Bobby Lester (Federal Programs)

Next Meeting Focus –

Focus –
**2016-2017
School year
Develop 2016-2017
schedule**



03/18/16 4/15/16

Focus –
**End of Spring 2016
and Summer 2016**

Agenda

Celebrations and February 5, 2016 Next Steps

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Next Steps 1:30

Straight from those who show success!

What about students? Here is our Challenge: Search for success stories regarding instructional teams, classrooms, and students.

Submitted Arkansas ACSIP Process Success Stories



Lea Metcalf
Director of Federal Programs
Texarkana Arkansas Public School District

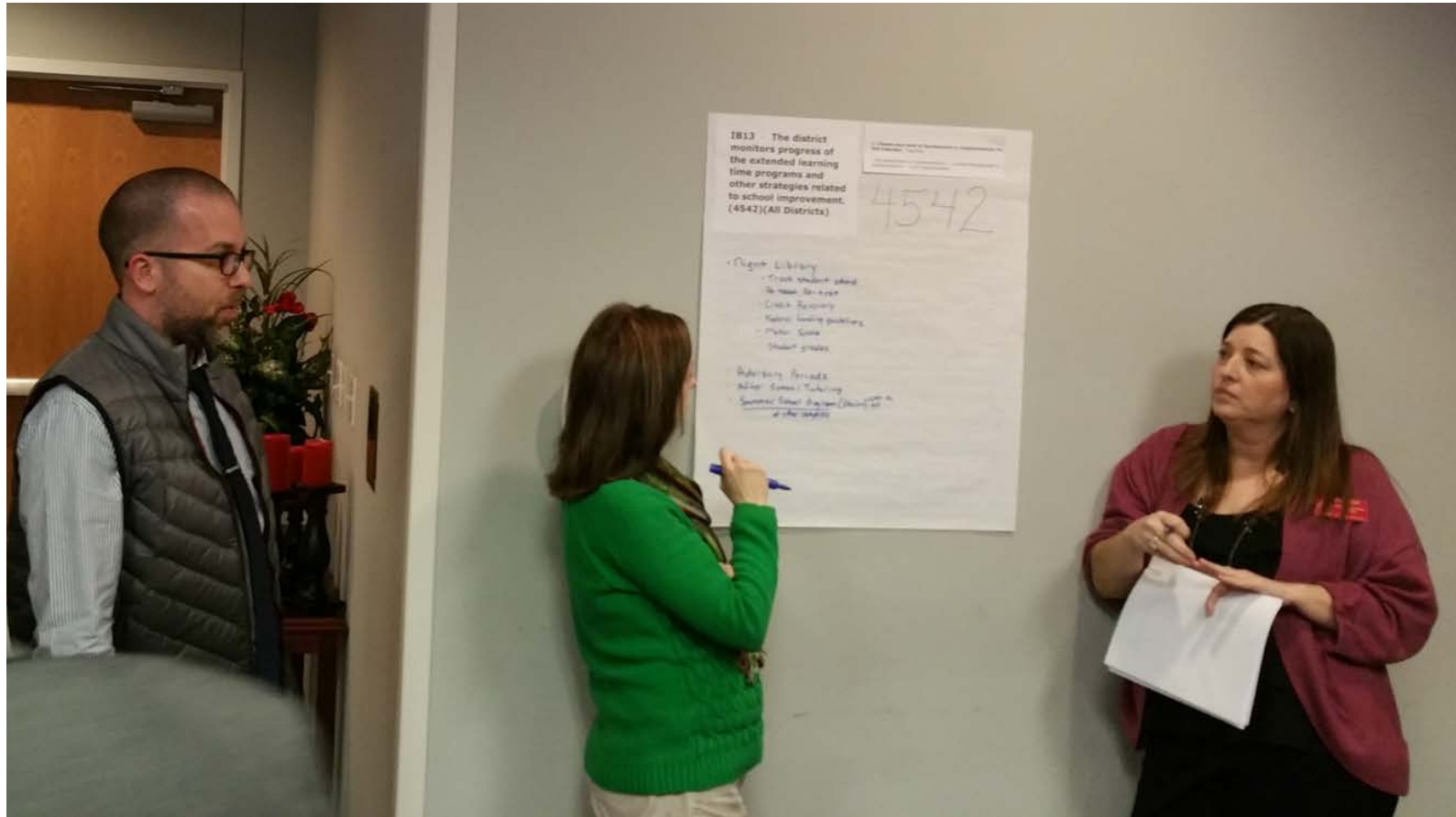
And

District Leadership Team

The Texarkana School District leadership team requires all members to play a role in assessing, planning, and monitoring indicators. Team members work in groups with various job skilled employees and parents. This provides the team with an opportunity to explore and see the big picture through various lenses.



Using facilitators with an expertise in specific subject areas helps our district leadership team identify strengths and opportunities to grow as a district.



Using the materials (worksheets for assessing, planning, and the research from Wiseways) in ACSIP (Indistar) provides a systematic approach for self-reflection and future opportunities to improve our district. Best practices are reviewed and a plan for implementation is developed.



Putting it on paper makes the data analysis process real! This process makes our team ask who, what, when, where, and how! When our team assesses indicators, we have found that putting the information on chart paper for everyone to see creates buy-in, and it identifies the work that must be done in the future.



Wanda Van Dyke
Van Dyke, Ed.S.
Principal 5-12

And
Wanda ACSIP ADMIN
TEAM

Lead Hill Schools

***"Fair ISN'T everyone getting the same. Fair IS
everyone getting what they need."***

Wanda ACSIP ADMIN TEAM~ 3/10/2016

Wanted to share a wonderful moment.

We have been working on not only building our professional culture, but also building our Student Culture. We are being purposeful in teaching student voice and providing opportunities for students to share their student voice so they can become and feel empowered with what they are learning and how they are learning.

Two weeks ago, our 7th and 8th students REQUESTED to have a meeting with me (Their principal and SIS).

The students had come to class angry and upset about homework and classroom expectations from their teachers. Many felt there was a gap of understanding and respect between teacher and student (I'll be honest, they felt the problems were all teacher related and driven). Several others were in tears. After allowing them to vent their frustrations, I asked them to discuss what they felt were the more pressing issues, and to pick the top 5 to discuss with Mrs. VanDyke.

- Ms. Curtis

Students shared their concerns about:

- 1) Not having enough time to practice new concepts learned with teacher supervision.
- 2) Needing teachers to "...teach different ways so we can understand better. Some of us don't do well with writing and some don't do well with just listening."
- 3) "Block scheduling" They actually had heard of it from another school and wanted to talk about doing a modified schedule.

Since the majority of students wanted (needed) to speak, I created a round table discussion group for each issue. In this way, the student could join the group that addressed what they felt was the most pressing problem they were facing. Each group spoke to Mrs. VanDyke about that particular issue from their table, and each person felt they had a chance to voice their main concern.

My students were incredibly nervous about speaking to their principal. Many balked at the idea. However, when one or two started talking, it was as if the floodgates opened.

After listening to the group, Mrs. VanDyke asked us to choose two students, one from each grade to speak to the teachers. I decided to ask the 7th grade group to privately vote for a male student and a female student from their grade, and did the same for the 8th grade group.

The four students who were voted for won by a landslide. My original plan was to have two to speak, and two for back-up. However, in the end, all four had the opportunity to present.

After this, we got to work on Mrs. Van Dyke's second request: we looked for research to back up our arguments. We Googled teaching strategies, types of learning, types of scheduling, and whether homework is truly beneficial. Research was given to our speakers who developed a plan of who would say what.

The only thing I did was discuss and advise the speakers when they had a question. Usually it was, "How do we bring this up in a professional, respectful manner?"

(Copy of the Agenda presented to staff for meeting)

7th/8th Grade Library Skills
List of Concerns/Agenda

- 1) Homework is not staggered. Get loaded with homework by teachers daily.
- 2) Overwhelmed: homework, extracurricular activities, lessons too fast, trying to catch up.
- 3) Internet issues at home.

After meeting with me..... I offered students the opportunity to meet with the Middle School Instructional Team. And we did.....

I'll be blunt here, although the group felt prepared, they were pretty freaked out about speaking to their teachers about this. They really felt there would be repercussions from their teachers because they were criticizing their methods. I had to reassure my group that these people were professional adults and should be able to handle it.

And it went WONDERFUL. It was amazing watching students and teachers interact and actually discuss. No one was talked to or talked at..... there was actual conversation.

I feel that each of these students have learned how to speak in a voice that will be heard and respected. I also suspect the teachers present discovered a side to some of these kids they haven't seen before, even though they've known them for years.

I am so excited about how our school is growing because of the opportunity afforded to us because of this new system. It is much more user friendly.

We really have some amazing kids. They've been trying to teach us for a long time. We just have to do a better job of learning from them.

To be continued....

The last ACSIP Workday was held March 17, 2016. Those who participated provided positive feedback regarding time well spent.

“I wished that we had had this at the beginning of the year.” one participant said.



2016 February and March ACSIP Workdays

Co-op	ADE Facilitator	February	March
1.OUR	John	10th	
2. Wilbur D. Mills	John	16th	
3. Southwest	LaDonna	11 th	
4. Northwest	John	18th	
5. Arch Ford	John	4 th and 23rd	
6. Western	John	17th	
7. Southeast	LaDonna	29th	
8. Crowley's Ridge	LaDonna	3 rd	9 th
9. South Central	John	22nd	
10. Dequeen-Mena	John	2nd	
11. Northeast	John	11 th	
12. Dawson	LaDonna	17 th	3 rd
13. Arkansas River	LaDonna		2 rd
14. North Central	John		1 st
15. Great Rivers	John	24 th	
ADE Workday	LaDonna	10 th (L), 18 th (L), and 25 th (J)	10 th (L) and 17 th (L)

January / February Next Steps were completed!

ADE	Team	Individuals
<ul style="list-style-type: none">• Write the Mission and Vision as discussed during the meeting• Write out team responses and submit to all by e-mail• Send out preread material if any prior to the next meeting• Technical Assistance /Professional Develop <hr/>	<ul style="list-style-type: none">• Search for Instructional team, Classroom, and Student Success Stories from your regions	<ul style="list-style-type: none">• Kristi Wiggins volunteered to represent the Advisory Team to present to the SBE when applicable with the ADE team

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Next Steps 1:30

How do we shift the energy to 100% focus on school improvement verses 80% compliance and 20% for school improvement?

(100% on school improvement does not mean the resources are not important, but how do we use the resources to support improvement.
How do we shift our mind set?)

***For discussion:* Proposed norms and expectations**

Keep students at the center of discussions
Be present and engaged during meetings
Monitor airtime (Set limits if needed.) and share your voice
Challenge with respect
Be solutions oriented
Risk productive struggle
Balance urgency and patience

For discussion: Proposed roles and responsibilities

ADE

- Write agenda from team discussions and communicated needs
- Communicate agendas, minutes, and other materials to the team, ADE, SBE, ACSIP (Indistar) when applicable
- Set location , time, and provide materials for meetings

Team expectations

- 2015-2016 and 2016-2017 commitment in mind-
 - The team is planned to operate during the 2015-2016 school year between December 2015 to April 2016.
 - 2016-2017 meeting dates are to be determined.
 - Regular attendance expected. (Video attendance upon emergency situation or out of state)
 - Pre-read documents prior to meetings.
 - Contribute to discussions and engagement

Decisions

- If cannot reach consensus, decisions made by majority vote
- If going to be absent, may share thoughts in advance

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Next Steps 1:30



Team Success Stories, Recommendations, Questions

From the Field

1. Districts need a list of requirements and their respective deadlines. Too many changes in deadlines from the "old way" and need a clear path (list) to follow. Most of the federal coordinators are confused with the various deadlines and want guidance
2. State Categorical deadline - is it May 30 or June 30 this year? Title I,II,III deadlines for schools/district - May 1 or May 30?
3. Will the districts/schools be able to choose a few indicators that truly represent their own district/school needs?
4. Are the Title I / Title II / Title III budgets for next year due during this school year? What about the allocations? Do we use the current allocations as our base for the coming year? (I think the answer is yes but had varying answers from the Coop group of coordinators)
5. Do we submit the reports within indistar again at the end of this year if corrections have been made?
6. Will achieving schools be able to work on the work without such a heavy load of new indicators with continuous meetings/work?

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Next Steps 1:30

Title I /Fed Programs and Federal Grants Management

1003a is now in Indistar by application

Q: Will the ADE need one budget summary located at the district that pulls all schools together?

A: ADE will be checking on the budget summary for APSCN and ACSIP

- All schools will be listed on one grant award notice.
- A progress evaluation form will be sent out as soon as possible in ACSIP (Indistar)
- One budget summary document was created to avoid confusion that includes both the function and object codes.

Q: Would the budget summary page have the summary to include the calculations to self populate.

A: ADE has been in conversations with Indistar to have this available.

The format of the application needs to be adjusted as it is in portrait instead of landscape and needs to be adjusted.

The team will determine if the budget summary is downloading correctly

Title I /Fed Programs and Federal Grants Management

Private Schools- Work in progress for the 2016-2017 school year

ADE plans to include all private school information in Indistar so that schools and districts would not have to mail or scan information as the information will be available at all times.

Auditors want all documentation to align.

ADE will ensure files at the ADE are aligned to the districts for auditing purposes as posting the information in ACSIP (Indistar)

A sample timeline will be available in the ACSIP system to assist in the implementation of private school communication and services.

ADE is requesting input on samples or needs to make the examples available for the

Q: Will there be space in the document upload folders to address the larger Arkansas District documentation?

A: ADE will be in contact with Indistar to determine additional space if needed in document upload

According to USDOE and ADE: It is time to start working on Private School communication for the 2016-2017 school year.

Discussions – SEA and LEA services and timely notification -

Note to LaDonna - Meet with Ms. Otistene regarding additional information regarding the processes for AR Private School communication.

Q: When will LEA be provided guidelines for the 2016-2017 school year?

A: This is the plan of the ADE team within the next few weeks.

Ms. Jayne Green , ADE Title I Director, is the contact for this resource.


Title I /Fed Programs and Federal Grants Management

Other forms or information that is needed in ACSIP (Indistar) are welcome to Ms. Smith's office

SPED FINANCE TRAINING MATERIAL

<https://arksped.k12.ar.us/FundingAndFinance/Workshops.html>

[Contacts](#) | [State Special Education Unit](#) | [SEA Supervisors](#) | [Local EC Coordinators](#) | [Local SA Supervisors](#)



Arkansas Department of Education
Special Education Unit

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SEU Menu

- Advisory Council
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- Technical Assistance Providers

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Training Material

**IMPORTANT! JUNE 1, 2016 APPLICATION DEADLINE
SPED FINANCE 2016-17 STATEWIDE FIELD TRAINING MATERIAL**

SPED Finance 2016-17 Statewide Field Test

- [Overview PPT](#)
- [Overview Video/Zoom](#)
- [User Guide PPT](#)
- [User Guide Video/Zoom](#)

[Fiscal Risk Assessment User Guide](#) (12-01-2015)

Funding & Finance

- Finance Forms
- Fiscal Monitoring
- Procedures Manual
- LEA Financial Records**
 - Early Childhood
 - School Age
- Training Material**
 - Procedures Manual
 - Residential Placement
 - Catastrophic Occurrences
 - Extended School Year
 - Finance Workshops

SPED FINANCE VOLUNTARY ONSITE TRAINING

- April 22
 - April 24
 - May 6
- All onsite trainings are voluntary.
 - All training dates have an 8:30 and a 1:00 workshop
 - All onsite trainings are held in Rm 445 of the Victory Building.
 - For Registration contact Pepper Wyllia 501-683-3449.

Health and Wellness- for response

What tools are needed within ACSIP to provide for Mental Health and other school based health services in the overall school improvement planning?

How can we lessen the burden on the districts when addressing the requirements of school health index reporting?

1220 of 2003 Requirements

- Local Wellness Committee
 - building level representation or sub-committees)
- Focus Nutrition and Physical Activity environment in Schools
- Review School Lunch Menus quarterly
- Public Notice of Food & Beverage Contracts
- Goals and objectives to be included in ACSIP Plan

1220 Guidance for ACSIP Plan

- Local Wellness Committee should conduct the SHI Assessment and Review BMI
- Based on these data sets the Local Wellness Committee should prioritize areas of improvement
- Set Goals and Objectives for selected areas of improvement
- Goals should include activities, a timeline, person responsible, be measurable

Health & Wellness Feedback

- Format provided similar to PI?
 - Upload IP from SHI Site? Alt Option?
 - COMMENT: We can ask for SHI reference number to access online assessment, rather than upload.
- What should we incorporate from the previous format?
- Other health areas districts may want to address to impact education?
 - MH can be removed. Any area that has an indicator available should not be included with this plan. Agreed.
- How can we better incorporate health priority into something that is beneficial for schools to use impact overall educational plan?

Health and Wellness Feedback

- Team liked the fact that the system creates a “plan.” Why reinvent the wheel? Easy for the Wellness teams to take action.
- Form needs to meet ALL the requirements and needs.
- Goals and objectives in ACT 1220 is the extent of what is required.
- We need guidance and step by step of how we

Health and Wellness Feedback

- Would do this
- Spring Federal Programs Conference is where the majority of the people who do this work will be. August AAEA conference is another place for this information to be disseminated.
- It's the silent voice- sometimes what they (students) don't tell us- is what we need to know.

Health and Wellness Feedback

- Jerri Clark's email address is jerri.clark@arkansas.gov.
- On track for reducing duplication and making this simple.

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Next Steps 1:30

2016-2017 School Improvement Planning

What has to be in place before the plan is developed?

- **Vested Team- Plans are individualized depending on the building and audience. (ownership for leadership teams)**
- **Systems that allow processes / procedures for improvement to move forward**
 - **District Policy for Leadership Team planning**
 - **On-going district Support for implementation**

Further information is forthcoming.

2016-2017 School Improvement Planning

How do we help the schools select Indicators to develop the plan?

- Two way communication (feedback in person and through following up coaching)
- Option to have the central office personnel attend school level leadership team meetings

Further information is forthcoming.

Open discussions

- What constitutes a plan/process?
 - Living, breathing document
 - Comprehensive outline of implementation steps.
 - It should be exactly what needs to happen.
 - It should be flexible.
 - The more you get to know a school the more you will know what they need.
 - What does the team want to do next?
 - Task – who, what, how, when, etc.
 - PD, evaluation
 - What do you do before you get to the task?
 - What were trying to task out?
 - How do we measure the task?
 - What is the need?
 - Who is doing what?

Open discussions and questions

- Who has the need?
- Might be leader changes
- What do we know about the topic and what are the next steps questions.
- Critical needs assessment.
- Leadership guiding the team
- Where are you trying to go?
- How do we help schools provide the appropriate indicators?
- Review and analysis which indicators need to be in place.
- Questions need to be about the process before you can get to the plan.

Open discussions

- Set up systems, schedules.
- Prepare to develop the plan.
- Preplanning before you plan.
- Back loading to train if they are new indicators.
- It starts with the leadership team.
- We start with the overall dream to know where we are going.
- You're leading them toward the vision during the development of the plan.

Open discussions and questions

- What are the goals?
- Preplanning to know where we're going
- Substitutes - spending a lot of money
- A lot of money were spent on programs and only 2-3 teachers were using the programs
- Make the reality of what's really happening and the plan align
- Research in Wise ways

Open discussions nearing to an end

The team decided “The right of refusal has passed” to do what is right for children.


The next slide frames the overall conclusions from open discussions and answers to the listed questions followed by a Theory of Change cycle for a visual process for the team to consider moving forward.

2016-2017 School Improvement Planning

What constitutes a **plan/process**?

- Team
- Vision/Mission/Goals
- Comprehensive Diagnostic Analysis Needs Assessments
 - Assessment results
- Indicators/Objectives
 - Leadership Team
 - Instructional Teams/PLCs
 - Curriculum/ Instruction/Assessment (Demographics,
 - Classroom Instruction – (TESS, Conditions for Learnings- focus on Students,)
 - Management
 - Family and Parent Engagement
- Tasks for each Indicator/Objective above (Who, What, how, When, etc.)
 - Strategies and Practice (Implementation- Actions Steps)
 - PD
 - Evaluation of Objectives with evidence
- Implementation of the Objectives/Tasks (never ends)
- Monitoring (may occur at any time)
- Plan/annual Evaluation

Discussions led to the following bulleted items of discussion.

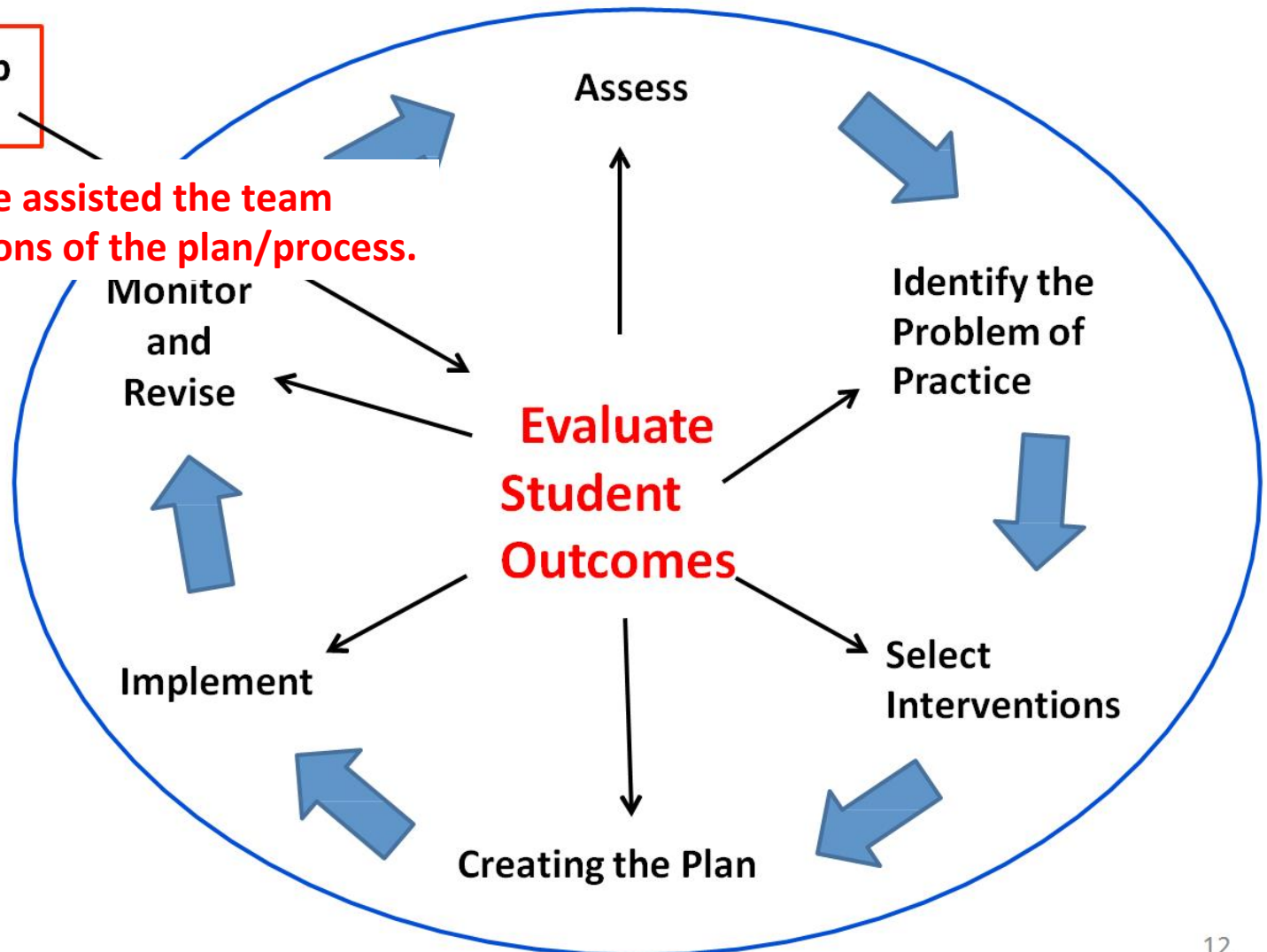




Assessing the Need for Change

Form Leadership team

This cycle of change assisted the team during the discussions of the plan/process.



Possibility for 2016-2017 districts and schools not in improvement status to move forward with plan implementation and choosing Indicators aligned to the change process described in the previous slides as determined by a comprehensive needs assessment. The previous year Indicators are as follows for continuation and discussions.



District Indicators

page 45 in the Resource Packet



All Districts Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

- IA10 The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
- IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
- IA15 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

- IB13 The district monitors progress of the extended learning time programs and other strategies related to school improvement. (4542)

District Context and Support for School Improvement - Clarifying district-school expectations

- IC02 The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
- IC05 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

- ID01 A team structure is officially incorporated into the school governance policy. (36)

○ 1st semester Indicators for the district.



School Indicators

Pages 64-69 in the Resource Packet



All School (Not Priority or Focus)

Indicators 1 of 2

ID01 A team structure is officially incorporated into the school governance policy. (36)

ID04 All teams prepare agendas for their meetings. (39)

ID07 A Leadership Team consisting of the principal, teachers, who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (66)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development (3984)

IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)



All School (Not Priority or Focus)

Indicators 2 of 2

IH01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IVA01 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home.) (3983)

VA01 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)

Suggestions regarding 2016-2017 Indicators from the field.

CL12- This Indicator focuses on all conditions of learning with focus on the need for equity when working with diverse students.

Provide a minimum number of Indicators for the district and schools that must be assessed and planned during the 2016-2017 school year while we are implementing the plan developed from the current year. We think that it should be no more than 5 more Indicators. 3 is a better number.

The program evaluation and current comprehensive needs assessment sets the need for which Indicators the district and schools will assess and plan.

Start with the larger categories in Indistar and work from Leadership down to determine needs as the district and school assesses the current reality to determine if planning is needed regarding the focused area.

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Next Steps 1:30

School Level

Comprehensive Needs Assessments

Comprehensive Needs Assessment (Guides your planning)

Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from ***all four measures of data***:

- student achievement data
- school programs/process data
- perception data
- demographic data

The four types of data should be cross analyzed to identify the needs of educationally disadvantaged students.

****The above description of a *Comprehensive Needs Assessment* is included in the *Comprehensive School Supplemental Compliance Document* in the *Indistar* software in "School" sites.**

Drafting of a District Level Comprehensive Needs Assessments

Please describe how the district has completed a comprehensive needs assessment of the entire district based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data. This includes, for example, how the district will monitor student progress, implement effective parent and family engagement, coordinate services, effective transitions, and other administrative conditions in nature such as programs.

What does the needs assessment look like for schools and districts in ACSIP (Indistar)?

Needs Assessment Responses

Add a Comprehensive Needs Assessment page to the Complete forms tab for completion and submission at the beginning of the 2016-2017 school year for districts and schools that pulls the question from the school level Supplemental Compliance form to one full page. It was mixed among the other questions and it needs to stand alone on a separate page because it starts the planning for the year.

What professional development and technical assistance is needed to transition the needs assessment process to school improvement planning?

Responses: The districts and schools need this training before or during the summer before school starts.

Needs Assessment Professional Development Responses

The districts and schools need this training before or during the summer before school starts.

Schools need direct training from ADE.

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Next Steps 1:30

2015-2016 Annual Evaluation

To be completed by the District leadership team.

During the 2015-2016 school year each district and school completed a comprehensive needs assessment and school improvement plan of the entire district or school based on information included in the achievement of children in relation to the state academic content standards. Summaries of multiple measures of data are used to identify the needs of educational disadvantaged students.

Comprehensive Needs Assessment

Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

6-15-426 (h) At the end of the year, the school district assesses the effectiveness of an intervention/other action included in ACSIP in improving student performance & include the assessment in the ACSIP for the following year. *Write the statements as if you are convincing the internal and external community and colleagues of evaluation outcomes.*

1. How did the implemented plan meet the identified needs from the district's and schools' compiled needs assessment and analysis from multiple measures of data (*teacher-leader practice/PD, student performance, student safety and discipline, parent/ family and community involvement, health and wellness, student special needs, etc.*) Ark. Code § 6-15-426

Guiding questions to frame thoughts-

- In the district analysis of each school's improvement data, what were the improvements and/or deficits in student performance in relation to the content standards?
- How do multiple sources of data indicate annual academic improvement for educationally disadvantaged students?
- If applicable, what evidences indicate a successful plan of action to address schools in school improvement (Needs Improvement, Focus, Priority, Academic Distress)?

2. What challenges were faced while implementing the plan? How will the team use the identified challenges to make improvements in planning for next year?

3. Reflecting on the current year's outcomes, what has the team learned from this year's cycle of change/planning and evaluation processes?

What does the annual evaluation
look like for schools and districts in
ACSIP (Indistar)?

Annual /Program Evaluation Responses

- We like the option to add the evaluation in ACSIP (Indistar). We think that districts should have the option to use the form or to add their own evaluation in the document upload for the first submissions as in the 2015-2016 sample if it were required for the 2015-2016 school year in Indistar.
- The Annual and Program Evaluations should be in the Completed and Submitted forms tabs for districts to complete.

How does the team see technical assistance regarding **Annual Plan and Program Evaluation processes** moving forward to support the 2016-2017 school year?

District and School-
Annual Plan Evaluation?
Program Evaluations?

Annual and Program Evaluation Professional Development Responses

The districts and schools need this training before or during the summer before school starts.

Schools need direct training from ADE.

Agenda

Celebrations and February 5, 2016 Next Steps

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Federal Program/Title I, Special Education, Health and Wellness (11:00 a.m. to 12:00 p.m. Jerri Clark and Audra Walters), Coaching Comments, ACSIP Bulletins, Student Special Needs Funding General Descriptions, other

New or continued agenda Items

- 2016-2017 District and School Indicators
- 2016-2017 District and School Needs Assessment options
- 2016-2017 Annual Evaluation options
- **Vision and Mission in the form of a brochure**
- Coaching comments- Lori Holt and LaDonna Spain demo

Next Steps 1:30

BROCHURE

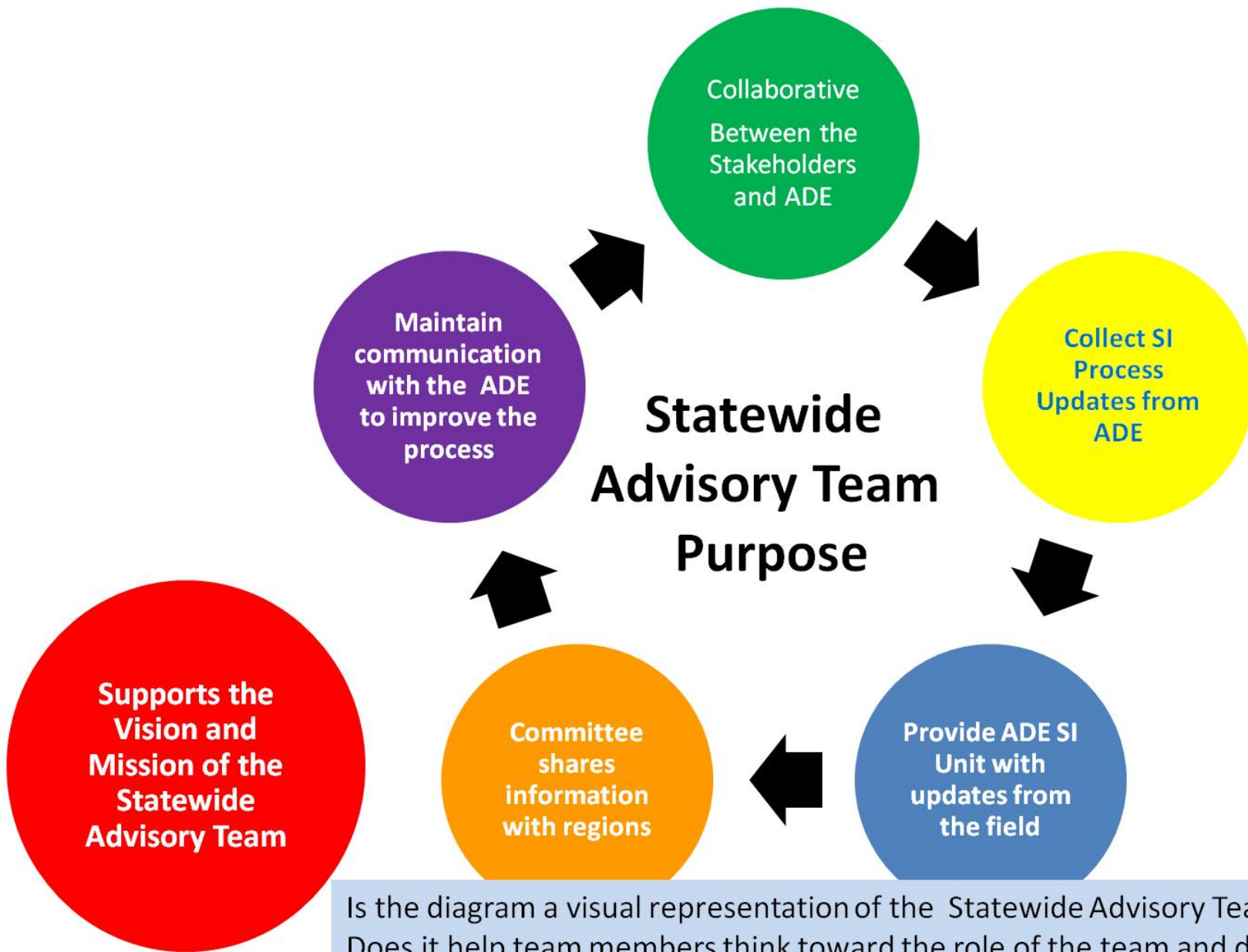
MISSION AND VISION

DEVELOPMENT



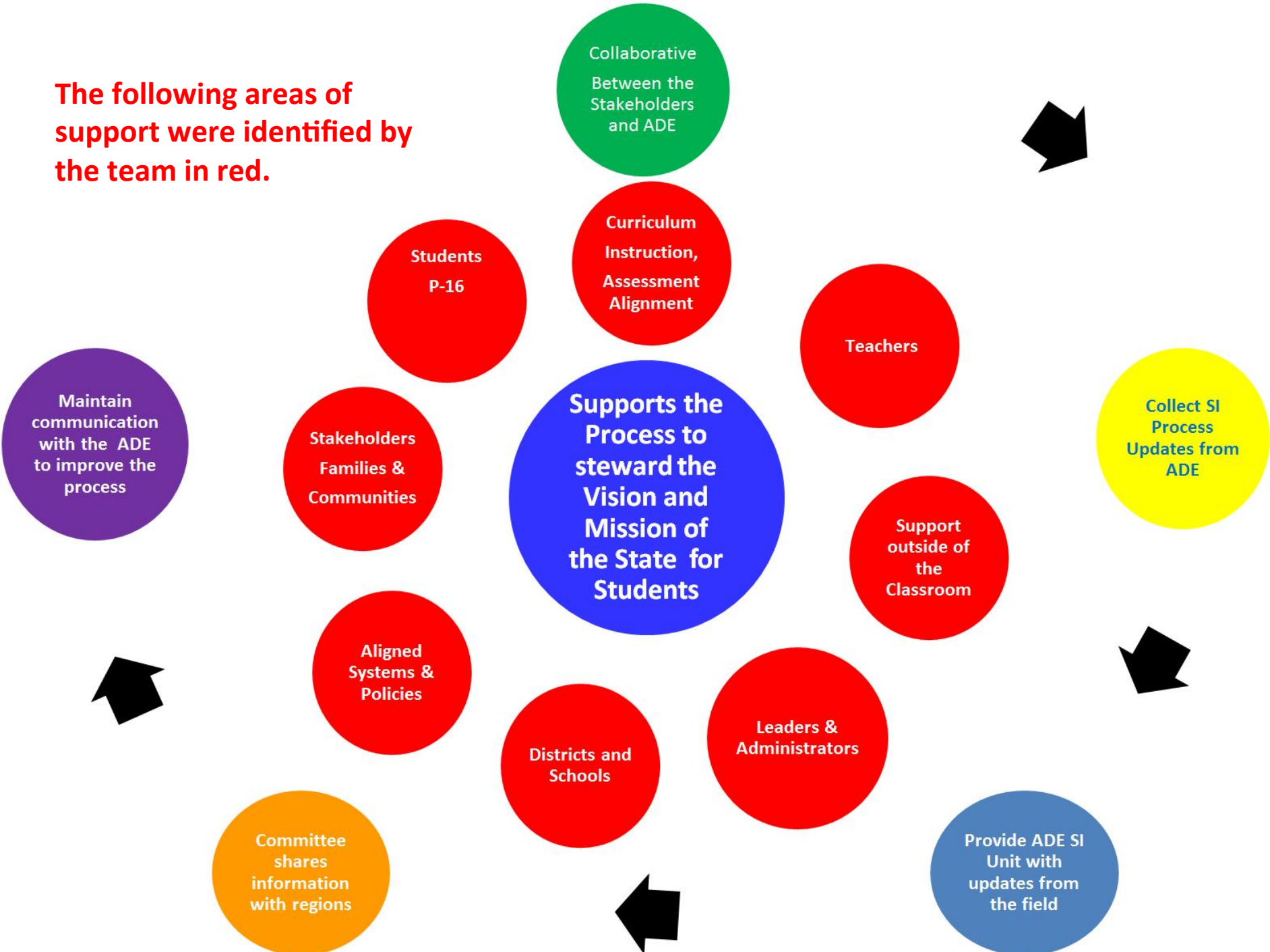
The Statewide Advisory Team is a collaboration of the Arkansas Department of Education, Arkansas Districts and Schools.

The Statewide Advisory Team was created to develop a collaborative approach to addressing School Improvement professional practices among Arkansas systems.



Is the diagram a visual representation of the Statewide Advisory Team?
Does it help team members think toward the role of the team and development of a Vision and Mission to lead the team's work?

The following areas of support were identified by the team in red.



You forwarded this message on 2/21/2016 10:19 PM.

From: LaDonna Spain (ADE)

Sent: Sun 2/21/2016 10:12 PM

To: Bonnie Haynie; Caroline Neel; Damon Dean; GOFF, KATHY; Janet Walker; Kristi Wiggins; Lorrie Holt; Melody Morgan; Scott Gauntt; Teri Philyaw; Tracy Streeter (tracy.streeter@scmail.k12.ar.us)

Cc: Mark Gotcher; Deborah Coffman (ADE); Annette Barnes (ADE); Elbert.Harvey@arkansas.gov; Richard Wilde (ADE); Bobby Lester (ADE); Jayne Green (ADE); Annette Carlton-Pearson (ADE); Lisa Haley (ADE); Jerri Clark (ADE); sbenedict@adi.org; John Harris (ADE); Chantele Williams (ADE); Charles Nowak (ADE); Kathy Davis (ADE); LaDonna Spain (ADE)

Subject: State Advisory Team Feb. 5th meeting discussions and Request for feedback to continue building the team vision and mission statements

Message Statewide Field Test Brochure.docx (1 MB)

Statewide Field Test Advisory Team meeting 5Feb2016_with Minutes 20Feb20....pptx (2 MB)

Statewide Advisory Team,

We have so much to celebrate since we last met. We are receiving success stories following the ACSIP Workdays across the state from districts and schools. Advisory Team members are attending ACSIP workdays with Mr. Harris and me with support to workday participants as one voice. We are almost finishing each other's sentences. We are very grateful for those of you who are pitching in! This is a true systemic process!

Please find attached minutes from the February 5, 2016 meeting discussions. Thank you to everyone who contributed to the final attached minutes and once again for a great meeting and a true culture of candor.

Many team members are holding to our original team meeting date set for **March 18, 2016**, so we will move forward with that original date.

During our previous meetings, team members explained how they gathered input from state stakeholders that varied from face to face opportunities, phone conversations, and by e-mail. To keep our team efforts moving forward and to steward a focused Vision and Mission, please find attached a drafted brochure created to soon provide us more support when continuing to seek input from districts or schools about the improvement efforts of our Statewide Field Test Advisory Team. When the brochure is finalized from our March 18 discussions, please know that you might place your contact information in the brochure to hand out to those you seek input and remind them to call you.

From: LaDonna Spain (ADE) Sent: Sun 2/21/2016 11:00 AM
To: Bonnie Haynie; 'Caroline Neel'; 'Damon Dean'; 'GOFF, KATHY'; 'Janet Walker'; 'Kristi Wiggins'; 'Lorrie Holt'; Melody Morgan; 'Scott Gauntt'; 'Teri Philyaw'; Tracy Streeter (tracy.streeter@scmail.k12.ar.us)
Cc: Mark Gotcher; Deborah Coffman (ADE); Annette Barnes (ADE); Elbert.Harvey@arkansas.gov; Richard Wilde (ADE); Bobby Lester (ADE); Jayne Green (ADE); Annette Carlton-Pearson (ADE); Lisa Haley (ADE); Jerri Clark (ADE); sbenedict@adi.org; John Harris (ADE); Chante'le Williams (ADE); Charles Nowak (ADE); Kathy Davis (ADE); LaDonna Spain (ADE)
Subject: State Advisory Team Feb. 5th meeting discussions and Request for feedback to continue building the team Vision and Mission statements

Message Statewide Field Test Brochure.docx (1 MB) Statewide Field Test Advisory Team meeting 5Feb2016_with Minutes 20Feb2016.pptx (2 MB)

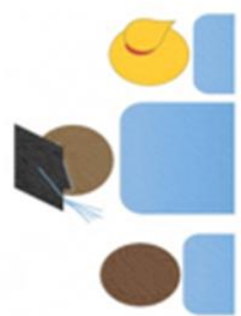
Below are a few questions to recap previous discussions and guide the development and communication of the team's Vision and Mission in the brochure. Please provide your responses by email to Chante'le' Williams at Chante'le'.williams@arkansas.gov by Thursday, February 25, 2016 to provide us enough time to pull the team's thoughts together prior to the March 18th meeting for draft review. Your input is very important even if you only have a moment to answer a few questions.

- What is the purpose of the State Advisory Team's efforts?
- What is the Vision of the collaboration of efforts to determine when we get to our desired outcomes? What are our dreams from the team's efforts?
- What is our Mission for the collaboration efforts of the Advisory Team? Why do we exist?
- What data and goals that we have discussed or not yet discussed support the efforts / Mission?
- What are the evidences of a culture of high expectations for the state, districts, schools, team, and communities within identified goals?
- How is technology used to prepare the districts and schools to achieve their goals?
- How are team members and resources used efficiently and effectively?
- How are ADE and state stakeholder relationships built and maintained as a partnership in the Advisory Team efforts?
- How can the attached brochure support sustained efforts of the state, district, team improvement efforts and assist the Advisory Team members and team member's regional communication efforts?

We are looking forward to our collected responses to the above questions, and will forward a March 18th agenda following the above responses. Have a great week next week!

School
Improvement
Statewide Team
Vision & Mission

*Draft – For
discussion
only. Not for
distribution*



ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future



*Getting Better, Moving Forward,
Bringing it all together,
Where students succeed beyond their
wildest dreams!*

ACSIP Statewide Field Test 2016

Arkansas Comprehensive School
Improvement Process/Plan
(ACSIP)



"This is our chance to do what is right for
Arkansas children in education."

"This is our best chance ever in the last few
years to put the process into place. We are
looking at this as a process and a total learning
experience for our district. This is where we
have got to enable our people and empower our
schools."

Statewide Advisory Team



ARKANSAS
DEPARTMENT
OF EDUCATION

The Statewide Advisory Team is a collaboration of the Arkansas Department of Education, Arkansas Districts and Schools.



Who are we?

Caroline Neel	Janet Walker
Tracy Streeter	Kathy Goff
Ten Philyaw	Damon Dean
Kristi Wiggins	Scott Gauntt
Bonnie Haynie	Lornie Holt
Melody Morgan	Jerri Clark
John Harris	LaDonna Spain
Chantele Williams	Aleta Fletcher
Charley Nowak	Kathy Davis
Bobby Lester	Jayne Green
Annette Pearson	Lisa Haley
	Dr. Richard Wilde

The Statewide Advisory Team was created to develop a collaborative approach to addressing School Improvement professional practices among Arkansas systems.

Support the process to steward the Vision and Mission of the State for students!

What are our goals?

- Collaborative between the stakeholders and ADE.
- Collect School Improvement Updates from ADE.
- Provide the ADE School Improvement Unit and ADE updates from the field.
- Committee participants share information with regions.
- Maintain communication with the ADE to improve the process.

In support of

K-16 Students

Teaching and Learning

Talented Teachers in high need areas

Support outside of the classroom

Leaders and Administrators

High Need Districts and Schools

Aligned Systems and Policies



ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future

Serving Arkansas together

SEA, LEA, Schools, Communities

"I can't tell you how comforting it is to actually know the people at ADE, especially when you have a need!"

Statewide Advisory Team

Visit us on the Web:

Statewide Field Test

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test>

Arkansas Department of Education

<http://www.arkansased.gov/>

School Improvement Unit

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement>

Indistar

<http://www.indistar.org/>

Contact Us

ADE 501-682-1699 or 501-683-3434

Advisory Team
member _____

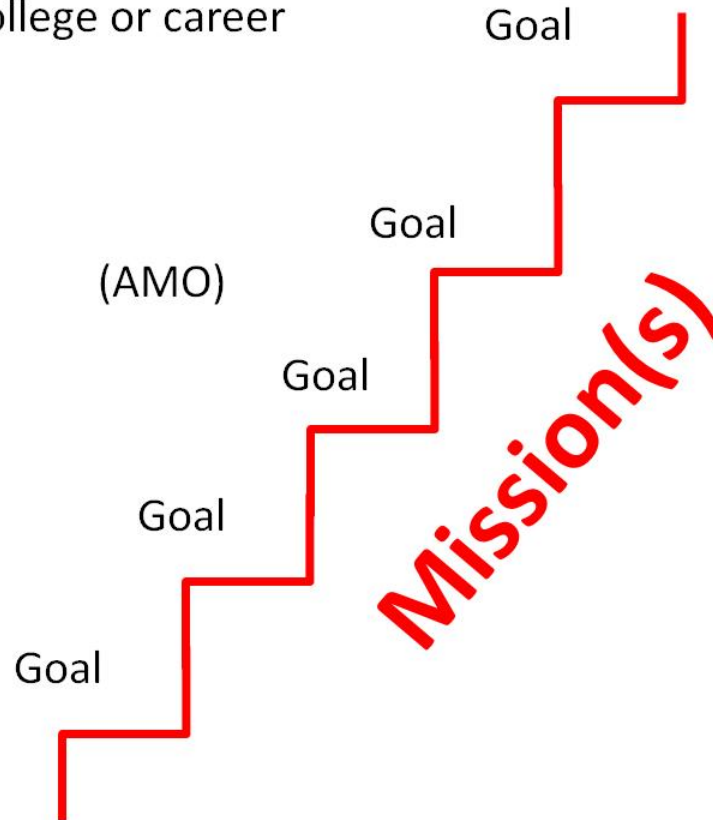
Contact information

Vision- Future- Dream(s)

Where we want to be.

What will this look like when we get there?

Successful at college or career



$V - CR = \text{Needs Assessment}$

Current Reality- Present

LEADS Standard for School Administrators in Arkansas (Leader Excellence and Development System)

Standard 1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission**
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning**
- C. Create and implement plans to achieve goals**
- D. Promote continuous and sustainable improvement**
- E. Monitor and evaluate progress and revise plans**




ADE, HR, Educator Effectiveness and Licensure, Educator Preparation, Standards for School Administrator in Arkansas

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/Beginning_Admin/Standards_for_School_Administrators_in_Arkansas_Revised031015.pdf

CCSSO- Council of Chief State School Officers (CCSSO) Website

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Differentiate between vision, mission, goals

Vision	Mission	Goals
<ul style="list-style-type: none"> The description of <ul style="list-style-type: none"> Dream and hope an organization when it is at its peak performance what the organization should look like Driven by belief Measurable 	<ul style="list-style-type: none"> Summarizes goals to fulfill the Vision Guides daily decisions and future direction Guides the school community toward common goals Clearly defined 	<ul style="list-style-type: none"> Intermediate steps that when attained contribute to the accomplishment of the mission to fulfill the vision How we mark our progress Targets and Timelines 

ISLCC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

ELCC Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Shipman, N., & Queen, J. (2007). *Transforming school leadership with ISLLC and ELCC* (pp. 8, 10-12). Larchmont, NY: Eye On Education.

ADE, HR, Educator Effectiveness and Licensure, Educator Preparation, Standards for School Administrator in Arkansas

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/Beginning_Admin/Standards_for_School_Administrators_in_Arkansas_Revised031015.pdf

CCSSO- Council of Chief State School Officers (CCSSO) Website http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Prezi – Creating a Vision http://prezi.com/teocm6ty3nwl/?utm_campaign=share&utm_medium=copy

Current ADE Vision and Mission

Vision

Every Arkansas public school student and staff member will exhibit an understanding of nutrition concepts by selecting healthful meals at school and away from school.

Mission

To foster the service of nutritious meals and the development of school environments supportive of healthful eating behaviors of all students and staff.

Drafted working copies of ADE Vision and Mission

Drafted ADE Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student focused public education.

Drafted ADE Mission

The Arkansas Department of Education provides leadership, support and service to schools, districts and communities to every student graduates prepared for college, career and citizenship.

We want all invested participants to be a part of the Mission and Vision development for this team

Including ADE Divisions and Units:

Learning Services-

- Special Education
- Health and Wellness

Public School Accountability-

- Federal Programs
- Federal Grants Management
- School Improvement

Academic Development Institute (ADI)

Example School Improvement Unit Vision and Mission

The primary mission of the School Improvement Unit is to assist districts and schools in their efforts to improve student achievement. The Unit's purpose is to enhance the quality of the student experience through teaching and learning and broker resources aligned to need.

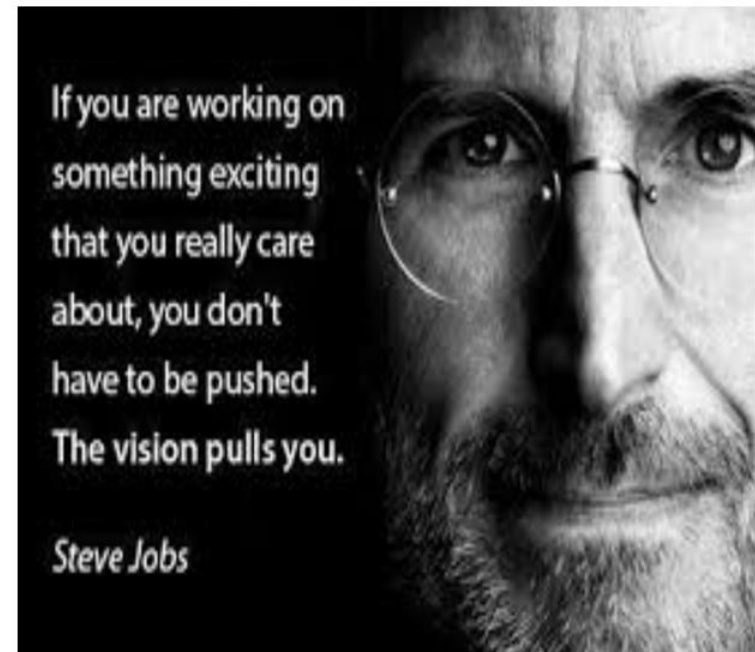
The School Improvement Unit provides technical assistance to districts and schools in the effective use of interventions, processes, diagnostic analysis, development of needs assessments, building capacity, implementation of the Seven Turnaround Principles, and addressing instructional issues in a district or school that has not made sufficient progress in student achievement. For technical assistance, contact a School Improvement Specialist.

How to articulate a vision/mission moving forward

Most importantly communicate the **value** of the vision and that it **can be achievable**. The leaders **actions and words will speak loudly of the support of the vision**. A living vision is directing the stakeholders **daily** through leadership.

It should influence the aspects of student education, personnel decisions, budget decisions, and instructional decisions. (Shipman, 2007)

Use the Yes / No Check- When assessing proposed programs and activities	
YES	NO
“Is this aligned with the organization’s vision?” If yes, proceed with a realistic decision to make progress	“Is this aligned with the organization’s vision?” If no, articulate to stakeholders why the proposal is not appropriate



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Next Steps 1:30



MAGIC *Etch A Sketch*® SCREEN

How do we prevent the discussion today from disappearing as soon as we walk away?

ADE SIS Coaching Review to a High School following a monthly site visit from the 2014-2015 school year.

Coach CS)	04/02/15	ADE SIS,	Coach Review	<p>Glow:</p> <p>Great efforts are being made and shared about teacher's efforts to develop quality units using the UbD strategies and process. Those of you that are sharing the units with the instructional facilitators and principals, thank you for practicing transparency. Keep up the great work! We are sharing all of the great things that you are doing with the ADE!</p> <p>Grow:</p> <p>I cannot wait to see all of the quality higher order questions within the lessons, submitted assessments with lessons/units and</p>
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Guiding Questions:

Professional development:

1. What plan or practices are in place to support novice teachers or new to the school during the professional development during the summer months and throughout the 2015-16 school year?
2. Which Indistar Indicators guide the development of the professional development planning?
3. What data will be used to develop the 2015-16 professional development plan? (Have we used the professional development survey results from the cooperative, Do we have indicators assessed that provide guidance on professional development needs, and How are the Professional Growth Plans (PGPs) aligned to the professional development plan?)
4. How are we accounting for embedded instructional team/PLC professional learning within the professional development plan?

Questions related to the Units or school improvement processes to reach TAGG students;

1. How many students are mastering the skills and standards taught during a unit? How do we know?
2. What do we do when the students are not mastering the skills and standards?
3. What do we do when the student shows on the Unit pretest mastery before instruction?
4. What practices or procedures are occurring at the classroom level by teachers that show evidence of point in time remediation, intervention, and differentiated instruction?
5. How are students and parents involved in the decision making of the school improvement process?
6. How are the student government committees or a student advisory team used to review the initiatives, progresses, or just to provide feedback before implementation of new concepts in the school improvement process?

Next Steps:

The Leadership team will:

1. Assess and plan Indicator IG01.
2. Work to address the missed IMO's through the development, implementation, and monitoring of an action plan
3. Work on timelines and a year at a glance for the 2015-16 school year
4. Locate the Indicators aligned to the development of the 2015-16 Professional Development Plan for new teachers to education, new to the school and programs, and teachers currently within the system.
5. Survey the faculty regarding the above questions and feedback on current plan development

Next Steps for 04/15/2016

ADE	Team	Individuals
<ul style="list-style-type: none">• Work with Ms. Haynie to develop a Googledocs document to gather input from the team regarding the Mission, Vision, and Goals of the process• Hold internal ADE meetings to determine 2016-2017 forms and timelines for the 2016-2017 school year for review by the Statewide Advisory Team for comment• Return to the April meeting with<ul style="list-style-type: none">• A Needs Assessment sample form for the 2016-2017 school year• An annual / program evaluation sample form for the 2016-2017 school year	<ul style="list-style-type: none">• Respond to Mission and Vision by Googledocs• Return with district and school ACSIP success stories, suggestions, and questions from the various regions in the state.• Provide feedback regarding the 2016-2017 Health and Wellness form templates once available for review.	<ul style="list-style-type: none">• Ms. Haynie will work with ADE to develop the Googledocs document• Ms. Clark will submit the 2016-2017 Health and Wellness form to the team for review